



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report

C4 Group Limited

Date of report: 30 August 2021

About C4 Group Limited

C4 Group is the largest provider of security training in New Zealand. It delivers shorts courses and NZQA-approved programmes relating to the security industry, first aid, emergency management and occupational health and safety.

Type of organisation:	Private training establishment (PTE)
Location:	305A Neilson Street, Onehunga, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 38 full-time students and up to 12,000 trainees over the past four years International: none
Number of staff:	Six full-time equivalents and 11 contracted trainers
TEO profile:	C4 Group Ltd (NZQA website)
Last EER outcome:	Highly Confident in educational performance Highly Confident in self-assessment capability
Scope of evaluation:	<ul style="list-style-type: none">• Certificate of Approval• New Zealand Certificate in Security (Foundation) (Level 3)
MoE number:	7135
NZQA reference:	C45292
Dates of EER visit:	1 and 2 June 2021

Summary of Results

C4 Group achieves positive outcomes for students. The programmes are well designed to meet the important needs of stakeholders. Governance and management have systems that support effective self-assessment and educational performance appropriate for the organisation's size and context.

Highly Confident in educational performance

- Achievement is strong in short courses. Systems are in place to monitor and track achievement for both short courses and NZQA-approved qualifications to ensure students complete within expected timeframes.
- Outcomes are broader than employment, given most students are already employed (or require the certification for employment in security roles). The skills, knowledge and experience gained support safer security practice.

Highly Confident in capability in self-assessment

- C4 is responsive to the needs of its stakeholders (including industry). The relevance and effectiveness of programme design and delivery is continuously reviewed and improved where possible based on student, tutor and client feedback.
- Support to engage students is appropriate for the nature of the programmes and type of programme delivery.
- Governance and management are experienced trainers and subject experts in their fields. A strong philosophy and commitment to quality and safety informs practice and contributes to strong educational and organisational performance.
- Compliance is generally well managed, with issues quickly identified and addressed. Changes are underway to improve internal compliance oversight and assurance.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>C4 has a consistent record of high student achievement in its short courses, specifically the Certificate of Approval (COA), its most popular short course.² Achievement is tracked and monitored, enabling C4 to identify students that may need support or who are at risk of not completing in the required timeframe. Non-completions are understood and students are contacted and encouraged to re-sit assessments. Self-assessment and reporting of achievement is becoming more formalised as the company grows.</p> <p>C4 has been delivering the New Zealand qualifications since the end of 2019. Currently, C4 has a small number of graduates from the level 3 programme, with the remaining students yet to complete. There is no noticeable disparity in how well students of Māori and/or Pasifika ethnicity achieve compared with other ethnicities.</p> <p>C4 students are either employed or require the COA to gain employment in the security industry. The skills gained include communication, managing people and groups, and de-escalation strategies, all of which are relevant to the security industry, but are also valuable life skills transferable to other industries.</p>
Conclusion:	C4 students gain the skills, knowledge and qualifications needed for working safely in the security industry.

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

² The COA is required to work in the security industry.

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Employment is a valued outcome for C4 and its students/graduates. C4 works hard to ensure its graduates have the skills and knowledge needed to find employment and work safely in the industry. Furthermore, C4 is constantly reviewing and improving its system to track the outcomes for the high volume of COA graduates, including sending out questionnaires and online surveys. To date, the data has been limited and therefore a more targeted, sampling approach to gathering graduate feedback is being considered.</p> <p>Given the low numbers of graduates from the New Zealand qualifications, C4 does not currently have a breadth or depth of data to understand the added value of these qualifications for students already employed.</p> <p>The C4 directors' expertise in security is highly valued, and is reflected in repeat business and involvement in sector/strategic advisory groups. Their advice and training in security is sought after by both private and public sector organisations nationally.</p> <p>C4 is active in advancing security as a career pathway by leading the development and design of a suite of security-based qualifications. This is in its early stages, therefore the value to the sector of these qualifications will not be realised for another four to five years. The directors also volunteer their time and resources to community-based initiatives such as the Community Patrols of New Zealand, and are currently offering a free online programme for security guards through the Security Institute of New Zealand³ in the spirit of giving back to communities to enhance community safety.</p>
Conclusion:	C4 contributes to the safety and wellbeing of communities through its emphasis on producing graduates who have the skills and knowledge to execute a range of security roles well. This contribution is self-assessed regularly but informally through client/graduate feedback. More formal mechanisms for understanding outcomes are constantly under review.

³ A charitable trust set up by C4 Group to provide up-to-date information and guidelines related to the security industry.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Programmes and short courses are designed and delivered to meet the needs of students and stakeholders. This is a strength of C4. Short courses are tailored to the needs of clients, and feedback is consistently sought from the client and student to make improvements. Delivery is focused on students being able to demonstrate their understanding through theory and practical in-class assessment or in the workplace.</p> <p>External moderation has largely been met, with minor issues carefully considered and addressed. Processes are in place for identifying and managing academic integrity for the programmes, the majority of which are online. Moderation and assessment is a professional learning opportunity held annually with the tutor team.⁴ Assessments are developed by C4 and pre-assessment moderated by the industry standard-setting body. Teaching and learning activities are adjusted as needed to engage students as part of continuous self-review. This includes using online learning software more to engage students in learning activities. Content is regularly reviewed to ensure it aligns to international standards and evidence-based practices (in lieu of New Zealand industry standards). Formal programme review is planned for the New Zealand qualifications once the first cohort of students across all programmes have graduated.</p> <p>C4 has recently expanded and purposefully fitted out new classrooms for students which include a student breakout space and a small library for diploma students. Off-site classes are checked for suitability, and any negative feedback on venues from students is attended to promptly.</p>
Conclusion:	C4 provides high value and relevant courses and programmes that meet the needs of students and industry. Robust self-assessment appropriate to context ensures that the quality of programme design and delivery is maintained.

⁴ The COA assessments are online and multi-choice and are not moderated.

1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Learner support is appropriate for the nature and context of the PTE's short-term courses and online programmes. While student achievement is consistently high, C4 is constantly looking for new ways it can support its students to be engaged in learning and achieve success.</p> <p>COA students are monitored to ensure they complete the programme in the designated timeframe and are given reminders as needed. One-on-one support is available by distance and in-person during practical days. C4 is diligent in reporting credits as soon as they are approved by management, to ensure students receive their COA promptly for work purposes. Information about Pathways Awarua and other support services (e.g. counselling) is carefully placed in the student handbook and in student breakout spaces for students to access in private.</p> <p>Students studying for the New Zealand qualifications can engage with the tutor individually. The PTE is proposing online study groups to create a network of support for students that are distributed nationally.</p> <p>Students interviewed (in particular Māori and Pasifika students) felt engaged in their learning through the accessibility of the resource materials and the quality of the trainers, who were knowledgeable, relatable and affirming in their teaching practice.</p> <p>Student feedback is valued. Feedback forms are gathered at the end of each course and analysed; themes and concerns are elevated for action as appropriate.</p>
Conclusion:	C4 is constantly evaluating and improving its support for students to ensure they continue to achieve success. Improvements are informed by tutor, student and industry feedback.

1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>C4 is committed and passionate to their philosophy and vision of ‘training for resilience’. This is evident in the PTE’s uncompromising approach to providing quality training (which in one case led to C4 turning down contracts), underpinned by a focus on safety.</p> <p>C4 is led by a highly experienced governance and management team who have the skills and capability to lead and deliver quality, up-to-date training and advice to industry. Contracted training staff are purposefully recruited for their experience and alignment with C4’s organisational philosophy. Most are still active in industry. Contracted staff attend annual team training (conference) and team meetings to ensure consistency of practice.</p> <p>C4 is a preferred provider for COA as evident in repeat business over the past four years and through testimony offered by clients. In particular, clients enjoy the personal approach, which is responsive and flexible to their needs.</p> <p>C4 is embedding changes made as part of ongoing self-assessment, including the appointments of an education manager and general manager since the last EER. The PTE has also invested in new teaching and learning spaces and a new student management system to support quality data analysis. More formal internal reporting mechanisms are being considered as the company continues to grow.</p> <p>C4 keeps up to date with changes in the tertiary sector, including RoVE⁵, and is anticipating how changes may affect them as a private training provider.</p>
Conclusion:	C4 has an effective governance and management team who are responsive to industry needs and uncompromising in providing quality delivery and outcomes. This is a key contributor to organisational and educational performance.

⁵ Reform of Vocational Education

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Compliance management is generally effective, although some minor compliance requirements were identified through the EER which have since been addressed. An internal audit process is being developed to provide management assurance of compliance across all areas including NZQA requirements. Compliance responsibilities are being transitioned to management team members from the managing director to ensure accountabilities continue to be met.</p> <p>C4 is compliant with the requirements for delivering first aid as outlined in the First Aid as a Life Skill guidelines. In addition to industry-related qualifications and experience, all training staff have qualifications in adult teaching or unit standards relating to moderation and assessment.</p>
Conclusion:	Compliance is generally managed well. Systems are being reviewed and changed to ensure accountabilities continue to be met.

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Focus area: Certificate of Approval

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: New Zealand Certificate in Security Foundation (Level 3)

Performance:	Good																												
Self-assessment:	Good																												
Findings and supporting evidence:	<p>The programme has been delivered since 2020 and is still in its infancy. There were 34 students and 11 graduates at the time of the evaluation. Students are all employed in industry and therefore complete the programme part-time from a distance (with resources available online). To date, there has been no formal programme review or summative analysis of achievement and outcomes, although this is planned. Feedback from students is informal at this stage. These findings, however, reflect the timing of the EER rather than C4's capability to monitor and self-assess current and ongoing performance.</p> <table border="1" data-bbox="507 1279 1369 1702"> <thead> <tr> <th colspan="4">New Zealand Certificate in Security (Foundation) (Level 3) March 2021</th> </tr> <tr> <th>Ethnicity</th> <th>Number of learners</th> <th>Percentage of learners</th> <th>Completed</th> </tr> </thead> <tbody> <tr> <td>NZ European</td> <td>17</td> <td>50%</td> <td>5</td> </tr> <tr> <td>NZ Māori</td> <td>4</td> <td>12%</td> <td>0</td> </tr> <tr> <td>Pasifika</td> <td>6</td> <td>17%</td> <td>3</td> </tr> <tr> <td>Other</td> <td>7</td> <td>20%</td> <td>3</td> </tr> <tr> <td>Total</td> <td>34</td> <td>100%</td> <td>11</td> </tr> </tbody> </table> <p>Source: C4 Group</p>	New Zealand Certificate in Security (Foundation) (Level 3) March 2021				Ethnicity	Number of learners	Percentage of learners	Completed	NZ European	17	50%	5	NZ Māori	4	12%	0	Pasifika	6	17%	3	Other	7	20%	3	Total	34	100%	11
New Zealand Certificate in Security (Foundation) (Level 3) March 2021																													
Ethnicity	Number of learners	Percentage of learners	Completed																										
NZ European	17	50%	5																										
NZ Māori	4	12%	0																										
Pasifika	6	17%	3																										
Other	7	20%	3																										
Total	34	100%	11																										

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

There are no recommendations arising from the external evaluation and review.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁶*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁶ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz